

Coordinated Early Intervening Services (CEIS) Plan Narrative Guidelines

The Coordinated Early Intervening Services (CEIS) Plan is a narrative describing the LEA's plan for implementing coordinated, early intervening services for students K-12 who are not identified as needing special education or related services, but who need additional academic or behavioral support to succeed in general education (300.226).

LEAs identified as having significant disproportionality must provide comprehensive coordinated early intervening services to children in their LEA, particularly children in those groups that were significantly overidentified. 34 CFR 300.646(b)(2).

The plan should describe activities needed to implement the LEA's coordinated early intervening services. To accurately reflect the school district's CEIS plan, include activities **even if they are not funded with IDEA flow-through CEIS dollars**. You will be asked to specify the activities funding with IDEA CCEIS flow-through dollars in Section D of the narrative.

All applicants **MUST** complete sections **A, B, D, E** and **F**
and

If your plan includes the provision of professional development, you **must** complete section **C**

Section A - General Information

A1. Level - Select the school level in which CEIS activities will be implemented during the fiscal year including professional development, academic and behavioral services and supports, or any combination of these activities.

Examples:

If you will be implementing professional development activities with all teachers grades K-12, but implementing student interventions only in grades K-3 in one school, you would select "K-12" because some activities will be implemented at all levels.

If your plan calls for implementing professional development and interventions only in grades 4-5, you would select "elementary".

A2. Area(s) - List the academic or behavioral area(s) on which your plan focuses. The areas should have been identified by an analysis of data, prior to completing your plan.

Districts addressing disproportionality must include the area(s) related to disproportionate identification of specific student groups to be addressed using CEIS funds. Such districts may also include other areas of need for students who are not part of the identified disproportionate student group(s), but who are also found to need coordinated early intervening services.

Examples: reading achievement, social behavior, attendance.

A3. # of Students - Estimate the number of students you expect to receive academic or behavioral services and supports as you implement your plan. Take note of the following limitations:

- The number of students served **MUST** be greater than 0.
- Your response should reflect the number of students expected to receive CEIS services **after** screening.
- The number **cannot** equal all students enrolled at the identified level.
- The number **cannot** include students with disabilities.

If your district is required to address disproportionality, the number of students served may include students who are not part of the disproportionate group, but who also need coordinated early intervening services.

You are required to maintain data on the number of students who receive coordinated early intervening services **AND** how many of these students subsequently receive special education and related services.

A4. Disproportionality - Check "yes" if your district has been identified as having significant disproportionate representation of racial and ethnic groups in special education. If "yes", you **must** expend 15% of your IDEA budget on CEIS activities. Check "no" if your district has not been identified as having significant disproportionate representation, but you are choosing to use a portion of your IDEA budget on CEIS activities.

Section B – Services and Supports Provided to Students

Complete all items as part of your coordinated plan for the fiscal year.

B1. Screening method - Briefly describe your data-based method(s) for determining which students require academic or behavioral services. If universal screening procedures differ by grade level or area listed in section A, include a description for each grade level/area. *Note: IDEA CEIS funds may not be used for universal screening.*

Examples:

General education classroom teachers administer Brand X Screener and record results

Guidance Counselors administer and collect student risk survey data

School psychologists work with grade level teams to support data analysis (incident reports, attendance records, test scores, etc.) and discuss screening results

B2. Types of Services and Supports - List the types of academic and behavioral services and supports provided to students by qualified and appropriately licensed staff. You may submit a combined list of all services offered in your district or list services and supports separately by grade level or school. Include services that may or may not be funded with IDEA dollars.

Examples:

Small group supplemental reading instruction

Adult mentor support for identified 9th grade students

XXX Program (name of published program) implemented with target students in grades K-2

After-school math tutoring

B3-B5 Progress Monitoring

B3. Tools/Measures - List tools used to collect data about student response to the services and supports included in B2. As appropriate, specify which tools will be used for which services.

Examples:

XXX Math and Reading Probes

Behavior incident report form

B4. Schedule - Specify how often progress will be measured of students receiving services listed in B2. If progress monitoring schedule varies by service, grade level or other factors, please describe.

Examples:

Reading fluency probe administered weekly to gr. K-1 CEIS students; biweekly for gr. 2-5

Behavior Tally completed daily for students with assigned adult mentor

B5. Use of results - Briefly describe how the data collected in accordance with B3 and B4 will be used to make decisions about student needs. If you have developed a decision-making rubric, briefly summarize it.

B6. Staffing - List the types (positions) of staff with a brief statement of their responsibilities for implementing academic and behavioral interventions and supports. Include staff that may or may not be funded using IDEA dollars.

Examples:

Reading Specialists - small group and individual supplemental reading instruction

Social Worker - “managing stress” group instruction and support

Section C - Professional Development (PD)

Complete this section if you will be providing professional development as part of your CEIS plan. Include professional development required to implement your CEIS plan that may or may not be funded with IDEA dollars.

C1. PD for Implementing Interventions and Supports - Provide a brief list of the professional development topic(s) and the type(s) of staff who will be participating in the professional development activities needed to implement and monitor the effects of **behavioral or academic interventions and supports**. You may choose to describe combined districtwide efforts or differentiate by grade level or school.

Examples:

1. *Implementation training* in *XXX Supplemental Reading Program* - *K-3 classroom teachers*
(type of PD) (type of academic intervention) (type of staff)

2. *Peer coaching* - *all gr. 1-10 teachers* providing *supplemental math interventions*.
(type of PD) (type of staff) (type of academic intervention)

3. *Positive behavior supports* - Three *training sessions* during the year for *building principals, secretarial staff, and all K-8 teachers and program aides* in School A, School B, and School C.
(type of academic intervention) (type of PD) (type of staff)

4. *Training on the administration, scoring and analysis* of *XXX reading progress monitoring tool* of *all grade K-5 reading specialists and classroom teachers*.
(type of PD) (type of academic intervention) (type of staff)

Section D – IDEA Funds Used for CEIS

D1. IDEA funds to be used - It is understood that local and federal funding sources other than just IDEA funds will likely be used to support implementation of your CEIS plan. Based on the plan you have described in sections A, B, and C, identify which services and supports for students and which professional development activities will be funded (in part or full) using IDEA CEIS dollar in the current fiscal year. Include personnel expenses.

There should be a direct relationship between your response in this section and your IDEA CEIS budget. Items listed in the CEIS budget **MUST** be addressed in this section. *Note: IDEA CEIS funds may not be used for universal screening.*

Section E – Program Evaluation

E1. Program Evaluation - List the measurable outcomes you expect to achieve as a result of implementing your CEIS plan. One or more of your outcomes should be student focused. The outcomes should be linked to the areas you identified in section A and activities described in sections B and C.. It is assumed you will evaluate the success of your CEIS plan and make needed adjustments based on your analysis of outcome data.

Examples:

Based on results from the XXX Screening Test, 95% of students identified needing supplemental reading intervention will meet the proficiency benchmark for their grade by the end of the year

All teachers providing after-school math tutoring will complete 4 training sessions and will implement the math program consistent with the program's guidelines.

There will be a 50% reduction in office reports for students receiving CEIS adult mentor services.

Section F – Assurances

F1. Licensure- Check “yes” to assure all staff providing CEIS directly to students are appropriately licensed to provide the services and supports specified in Section B of this plan.

F2. Appropriate Supervision- Check “yes” to assure paraprofessionals and tutors who support the delivery of CEIS to students do so under the supervision of an appropriately licensed general education teacher.